

Unit 3/Lesson 14 and 15

Lesson Title: What Can We Learn About a Culture through its Celebrations?

Short Term Goal: Explore other cultures in order to gain respect for those that live within our community.

SLE's:

G.2.3.2 : Identify *cultural* traits of *ethnic* groups that live in Arkansas

Common Core Standards:

CC3RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

CC3RI.3.3 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCRI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCRI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCRI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

CCRI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCW.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCW.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCW.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCW.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCW.3.7 Conduct short research projects that build knowledge about a topic.

CCW.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCW.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSL.3.1d Explain their own ideas and understanding in light of the discussion.

Materials

Journeys Teacher's Guide Unit 3 Lessons 14 and 15

Journeys CLLG

<http://www.kn.att.com/wired/fil/pages/listnewyearso.html>

- Webpage with links to many sites that will enable students to research the various ways cultures celebrate a new year.

<http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-narrative-223.html>

- Link to lessons and interactive templates that will enable students to plan their imaginative narrative.

- The lessons that go with this interactive should take around 4 days to complete, starting on day 9.

<http://giftedkids.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=giftedkids&cdn=parenting&tm=722&f=00&su=p504.6.342.ip &tt=3&bt=1&bts=1&st=38&zu=http%3A//www.apples4theteacher.com/holidays/new-years-day/poems-rhymes/index.html>

<http://www.theholidayzone.com/newyear/books.html>

- This site gives several recommendations of books that could be used to teach about various New Year traditions.

<http://my.abdodigital.com>

- This site has a few books to teach about New Year traditions. Ask your media specialist about user name and password.

[New Years Traditions Matrix.doc](#)

- This sheet will be helpful as students begin to gather information about different cultures and traditions.

www.cals.org

- Bookflix has two books about the Chinese New Year that can be used on Day 7.

http://interactives.mped.org/view_interactive.aspx?id=110&title=

- ReadWriteThink site with interactive template to create brochure.

Learning Logs

Chart Paper

Teacher Selected Fiction and Non Fiction Books

- **Teachers will need to gather resources that are available at their schools or at the local library pertaining to New Year's celebrations around the world.**

Direct Explanation/Model:

This unit of study should last about 3 weeks.

What:

We will investigate the different ways in which people around the world “ring-in” the New Year.

Why:

Students will apply comprehension skills such as identifying author's purpose, summarizing, understanding characters, inferring, and making predictions to deepen their understanding of other cultures and develop sensitivity to those cultures.

How:

Students will read fiction and non-fiction texts and participate in research activities which will give them the knowledge and understanding to write an imaginative narrative about celebrating the New Year in another country.

Guided Practice:

Day 1

Ask students to reflect on New Years Eve. Have them think about why people generally celebrate on December 31st. Ask them to make a list in their Learning Log of the types of activities that usually happen during this time. For example, people stay up until midnight, we make resolutions, we go to parties, etc. Introduce this PowerPoint to help lay the foundation of the concept of various New Year customs.

[New Year Customs.ppt](#)

When showing this PowerPoint, use the single down arrow to make some of the pictures and words to song appear.

Tell students for the next few weeks we will be learning about the how different countries and cultures celebrate the New Year.

Assessment/Evaluation

In their Learning Log, have students explain what “resolutions” are, then have them write 3 resolutions they might make for themselves for 2013.

Day 2

Revisit ideas from previous day. Ask students the following question:

“Imagine that you are planning a New Year’s party. You have 5 things you must get done to get ready for the party. Would you write these 5 things in a poem, a letter, a story, or a list? Why?”

Discuss responses with students. Talk about why a person might choose to write each of the four kinds of texts. Tell students that the author’s purpose is the reason or reasons that an author wrote a selection. Sometimes readers have to infer the author’s purpose. Point out that thinking about the ideas in the selection will help students infer the author’s purpose.

Tell students that as you read the selected text, they are to identify the topic. Have them notice the details the author includes about this topic, and the way he/she organizes her ideas. This will help them figure out the author’s purpose for writing. Use a chart similar to the one on T291 to help students organize their ideas.

Teacher should pick a non-fiction book related to the way New Year’s Eve is celebrated to read in place of *Aero and Officer Mike* from Journeys. Teacher can follow the format in CLLG p. 66 to further explain strategy.

Assessment/Evaluation

After reading the story, have students identify the author’s reason for writing and what they learned from the book. Students can record their responses in their Reading Response Log.

Day 3

Ask students the following question:

“What did you learn about the way people celebrate the New Year in _____? Could you have learned the same information in a fictional story? Why or why not? “

Have students discuss their ideas with a partner and then share their discussion with the class.

Tell students that today they will begin conducting their own research about the way different countries and cultures celebrate. Break students into groups of 4 or 5. Assign each group a country to research. The research can be done using books collected or in the computer lab using the following site:

<http://www.kn.att.com/wired/fil/pages/listnewyearso.html>

- **Webpage with links to many sites that will enable students to research the various ways cultures celebrate a new year.**

Students will also need a copy of the New Year’s Traditions Matrix so they can take notes and keep track of their learning.

[New Years Traditions Matrix.doc](#)

- **This sheet will be helpful as students begin to gather information about different cultures and traditions.**

This research will need to be conducted over the next two days to allow students plenty of time to read, record, and discuss their findings.

Allow 5-10 minutes at the end of each period to discuss some of the things they have learned and to revisit the idea of “author’s purpose”.

Day 4

Teacher should pick another book pertaining to the New Year's celebrations to share with students. Continue to discuss the idea of author's purpose.

Students should also be allowed to continue their research from the previous day.

Assessment/Evaluation

Students will successfully complete New Year's Traditions Matrix.

Days 5-7

Option One

Students will use the information from their research to create a travel brochure about the country they studied. Use the following site to help create brochure.

http://interactives.mped.org/view_interactive.aspx?id=110&title=

I highly recommend spending a day creating a brochure as a whole group so the process can be modeled for students. Plan to take approximately 2-3 days to create brochures.

Option 2

Create a poster for celebrating the New Year in one of the cultures you read about. It should show evidence of what you learned about how this culture celebrates the New Year.

Assessment/Evaluation

Students will successfully complete their brochure or poster and will share information with classmates.

Day 8

Ask students the following question:

“Did you ever use clues to understand your classmates or friends? If we want to understand what happens in a story, it helps to understand the characters. How do you get to understand a character?”

Remind students that they have been learning about how different characters face challenges. Invite students to draw a picture of a character from some story they have read. Have them write a caption for the picture, using one or more words that could be clues to help understand the character.

Introduce the book, *Sam and the Lucky Money*, from bookflix at cals.org. Use the mini-lesson from CLLG p. 68 to guide instruction about understanding characters. This can be used instead of or in addition to *The Extra Good Sunday*.

Assessment/Evaluation

In their Reading Logs, have students write a paragraph explaining what they learned about the character in the story and what clues helped in their understanding.

Days 9-15

The remainder of this unit will be spent reading and discussing books pertaining to various cultures, and using their research to develop and write and imaginative narrative about celebrating the New Year in a new country. The following link has 4 days of lesson plans to guide instruction.

<http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-narrative-223.html>

Follow these plans as they are outlined in the above site.

Assessment/Evaluation

Students will successfully write an imaginative narrative about spending the New Year in a new country. Students will read their stories to the class.